

## COUNTY TEACHERS' INSTITUTE

The Mahoning County Teachers' Institute closed last Friday evening after a most profitable session of four days. The teachers of the county have returned to their work better in every way prepared to perform their exacting duties.

As a part of the community day celebration in connection with the county teachers' institute last Thursday afternoon and evening the winners in the county school war garden contest were announced and given their prizes in thrift and war stamps.

In the county wide contest the garden of George Ziroff of Boardman drew first prize of three war stamps, Francis Yanki of Poland took second of two war stamps, Irving Carnes, Jackson, drew third, Dorothy Kenreich, Green, fourth, Ruth Riley, Canfield, fifth and Theda Tanner, Austintown sixth. The last four were awarded one war stamp each.

The county was divided into units with \$2 in thrift stamps for the first prize and \$1 in stamps for the other four prizes. The winners follow:

Austintown: 1. Imogene Young; 2. J. Armand Schunreber; 3. Kenneth Lloyd; 4. Mahlon Creed; 5. Gretta Brickley.

Beaver: 1. Mildred Heck; 2. Christine Zeigler; 3. Melvin Zeigler; 4. Kenneth Fitzpatrick; 5. William Wolfgang.

Berlin: 1. Robert Hesel; 2. Ralph Hesel; 3. Robert Ruggles; 4. Forrest Nowell; 5. Myrtle Hump.

Boardman: 1. Mary McVay; 2. Russell Barger; 3. Carl Barger; 4. Floyd Barger; 5. Steve Zielinski.

Canfield: 1. Byron Christman; 2. Ward Lynn; 3. Edwin Delfs; 4. Helen Skaggs; 5. Leroy Yeager.

Coltsville: 1. Lenus Stolle; 2. Alma Traunkler; 3. Mabel Vail; 4. Ray Vail; 5. John Bartel.

Ellsworth: 1. Bertha Knauf; 2. Esther Case; 3. Willard Knauf.

Springfield: 1. Lola Felger; 2. Irene Wolfgang; 3. Olive Johnson; 4. Edna and Eddie Libbert; 5. Mabel Myers and Mildred Mollenkopf.

Thorn Hill: 1. William Myers; 2. Dorothy Goodman; 3. Florence Vintell; 4. Randall Warner; 5. Olaf Stevens.

Lyons: 1. Rudolf Franken; 2. Lee Libbert; 3. Bettie Albrecht; 4. Frances Grundman; 5. Margaret Stacy.

Poland Rural: 1. Margaret Stacy; 2. Thomas Grist; 3. Olive Westover; 4. Nora Thullen; 5. William Smith.

Green: 1. Helen Herron; 2. Ruth Roller; 3. Hazel Calvin; 4. Thelma Bogner; 5. Walter Paulin.

North Lima: 1. Carl Hill; 2. Wilbur Love; 3. Evelyn Weaver; 4. Ada Blosser; 5. Mary Sprinkel.

Poland Village: 1. Mildred Johnston; 2. Elizabeth McGill; 3. Theda Henry; 4. Marjorie Cover; 5. Mildred Summers.

Science Hill: 1. Randall Dickson; 2. Roy Davis; 3. Anna Donahue; 4. Alma Lawson; 5. Clinegar Jackson.

Goshen: 1. Kenneth Owens; 2. Edith Baird; 3. Frank King; 4. Dolores Williams; 5. Mildred Riley.

Sebring: 1. Leone Meyers; 2. Bernadine Shawcross; 3. Alvin Haberland; 4. Franklin LeFevre; 5. Ethel LaFevre.

Smith: 1. Beattie Dander; 2. Ross Rierison; 3. Robert Phillips; 4. Irene Polen; 5. Ralph Harris.

### TUESDAY AFTERNOON

Prof. Martzoff delivered a fine address on World Movements in History. The best history, he said, is not written in books but is found in the music, literature, poetry, art and architecture of a race of people. History is never isolated to any particular time and place. History is the story of man's success in founding five great institutions—industry, social life, politics, religion and education, all of which activities are most feelingly and successfully portrayed in song, on the canvas, and in the great sculpture. History should not be remembered, but felt. More battles have been won through the power of song, poetry and pictures than in any other way. It is the power of the famous story of Joan of Arc which today inspires the men of France and the historical tales of George Washington at Valley Forge and Yorktown that fire the American school boy of yesterday to become the valiant soldier of today.

In the struggle of man to free himself more fully in all five of these institutions which he has been laboring through centuries to establish, for great revolutions have taken place. Since history teaches democracy, the progress of a world-wide democracy can be traced through five great historical revolutions. First the revolution in the mental life of man as embodied in the Renaissance of the 12th century. Second the religious revolution which brought the Pilgrims to America in 1620. Third the Political revolutions which upset the world during the eighteenth century and brought us Washington and Lafayette. Fourth, the social revolution of the Victorian era, best portrayed to Anglo Saxon peoples through the writings of Dickens, Bright, Wendell Phillips and Victor Hugo. Fifth and last, the great Industrial revolution in the tools of which the world is now caught and which has been coming on for twenty-five years ago. Especially can we see it in the passing of industrial compensation bills, mothers' pensions, etc. The great war, well called the Armageddon, will solve our labor problems for us and when the fifth revolution shall complete man's attempts at perfecting the five above mentioned great institutions we will set all men free and the man who labors in the valley will be equal to all respects to the man who lives in the castles on the hill.

### HIGH SCHOOL SECTION

Wednesday Morning

The sessions was opened, talaunau The session was opened by short devotional exercises.

1. Ohio H. S. Standards by Mr. Ricksecker. Mr. Ricksecker very clearly emphasized the fact that the high school standards should be kept just as high despite the handicaps which the war affords—that we as teachers should feel that we are showing our patriotism by sticking to the post of training the youth for our future democracy.

Different questions concerning the curriculum of the high school were discussed and a brief study of the Ohio High School Standards was made.

2. Purpose of H. S. Inspection by Supt. Hull. Mr. Hull, in his pleasing energetic manner explained the part the inspectors have had in building up our high schools. The inspectors are conscientious, versatile men whose purpose is to help the organization always and never to discourage.

3. History Material by Prof. Martzoff. Prof. Martzoff made the statement that he was very fearful we were not reading the reading material concerning the war which we should. We are only skimming over the top. We must go back even to 1776 to get the real underlying principals concerning this terrible struggle. He recommends for our study many up-to-date books on the war and said that every teacher should be well versed on all war subjects.

4. Mission of the High School by Prof. Kirby. 1. The high school is ministering to a larger class each year and should be made very practical. 2. The high school should be made more universal by the use of a larger curriculum.

5. Mr. Ricksecker discussed briefly the courses of study in the various subjects as they are prepared for the high schools of Mahoning county and distributed these among the different teachers.

### GRAMMAR GRADE SECTION

Wednesday Morning

Our session was opened by a splendid explanation of the Studebaker Test by Mr. W. L. Richey. The drill was actually given and discussed by the teachers, who had tried the tests in their respective grade or grades.

Mr. Thos. J. Kirby was the next speaker, his subject being "Standard Reading Tests." He gave us many helpful suggestions which we feel sure each teacher will try to put into practice in some measure at least. He gave a few definite reasons why we should have standard reading tests: 1. It enables the child to grasp the meaning of sentences more rapidly. 2. It is a fair test of the range of the child's vocabulary.

In his discussion of reading he also emphasized the need of rapid thought reading, which is the true test of a good reader.

In the absence of Miss Jean Webb, Mr. Kirby very ably discussed "Handwriting Scales." He says by using a definite standard of writing, our grades will vary less and the child can keep and try to beat his own individual record. These scales also are of economic value as they conserve the teacher's time and energy which should be better applied. By means of these scales we can compare our results with other schools.

"The Ohio Pupil's Reading Circle Books" was the next topic for discussion. Mr. Richey says this work has four definite functions: 1. It helps develop the ability to learn. 2. It inspires and calls for the best in our boys and girls. 3. Reading is a beneficial and pleasurable way to spend leisure time. 4. The reading of these books satisfies in part the adventure-some spirit of boys and girls.

The closing number of our program was given over to the discussion of spelling methods and a short and pleasing discussion of the teaching of geography by Prof. Martzoff.

### ONE ROOM SECTION

Wednesday Morning

The meeting of the rural school teachers was held at the Union school building. The first speaker, Miss Hazen, gave a splendid talk on the subject of "Language." In her discussion she said that language was divided into story telling, dramatization, picture study, and poetry.

"The aim of story telling is to give joy. The story, to be most effective, must be told, not read. When the story is told the teller has the chance to get the eye of the audience and thus hold them."

"Do not expect too much in dramatization. It is not the finished product that we are looking for but free unhampered action of the child."

"In picture study the life of the artist should be studied. It is well to study some pictures suggesting action but the masterpieces should be given the most emphasis. Some pictures should not be studied but simply enjoyed. In picture study the child should have a small picture like the picture being studied."

The second speaker, Miss Leeta Smith, explained the New Education System of reading. This talk was of great value to teachers who were not familiar with the system.

Miss Lynn gave a splendid talk on the subject of handwriting.

"The child must have an incentive, a purpose, in the making of handwriting."

Mr. Hull then talked to the teachers for a short time concerning the working of the Course of Study and also problems that may arise during the coming school year.

### PRIMARY SECTION

Wednesday Morning

The opening session of the primary section was full of enthusiasm. Although some of the speakers were absent the topics were discussed by able volunteers. The new education method of reading was discussed by Miss Albert. The speaker advocated the use of the story method, which would draw the interest of the most disinclined pupil. Dramatization of the stories giving sounds of letters was also recommended.

Miss Koch explained the various phases of the word method of reading, giving some very interesting features and devices to relieve the old monotony of formal drill.

Number work was ably discussed by Miss Johnston. The work was divided into two divisions, concrete and abstract. Many helpful suggestions were given to make the work interesting and progressive.

Specific instructions were given in handwriting, construction and weaving by Miss Felger. The work was thoroughly enjoyed by those present and all are looking forward to the good things yet to come.

### GRAMMAR GRADE SECTION

Thursday Morning

Community Day will probably be remembered as one of the most helpful and beneficial days of our institute. Community problems, which were of vital interest to every teacher, were discussed by the speakers and their fellow workers. Great emphasis being placed upon the fact, that every teacher should be a wide-awake community leader.

Miss Irma Smith introduced and explained the value of the little bulletin, sent out by the government, known as Community and National Life Lessons. These lessons are for the purpose of giving the pupils and their parents definite information concerning the war and also things pertaining to our life as a community.

"The Four Minute Speaker Program" was interestingly discussed by Miss Clara Chester. These programs are a plan of our government to advertise the Liberty Loan and Thrift Stamp campaign. It is a means by which our boys and girls can do their bit in this great struggle and at the same time they will be acquiring better English. This work also calls for leadership among our pupils.

Mr. R. E. Elser spoke on "Correlating Thrift and Other Subjects." He discussed the true meaning of thrift and gave us some new and helpful suggestions as to how we can correlate thrift with our other subjects—particularly in our English and Arithmetic classes. It also helps develop cooperation, which is so necessary in these stressing times. He told how we can bring this subject to the people of our community by attending the granges, Red Cross meetings, farmers' institute and the social gatherings.

All were deeply inspired by the splendid message from Mr. G. W. Brown on school and community meetings. Here are a few extracts from his address: "I hope each teacher is teaching because she feels called to do so. We, as teachers, have a greater opportunity than the minister because we have the boys and girls in the plastic period of life. We should not waste a single minute of our boys and girls' time. Endeavor to get our pupils to think in terms of the community. The school should be the center of community activity and the teacher should be the leader."

We are sure that every teacher present felt a greater interest and enthusiasm in her particular work after having heard these important subjects so intelligently and thoroughly discussed.

### PRIVATE R. H. GORDON ROSS

Thursday Evening

A Community Sing

Private R. H. Gordon-Ross was introduced by Mr. Coursen. Private Ross began by saying his name did not mean anything but he would introduce his uniform, the khaki worn by the allies. The marks on his sleeves were significant of the time he had spent in the army and the wounds he had received.

When Private Gordon-Ross tried to enlist in the Canadian army in 1914, he was told that no Americans were wanted. It was not until his ninth attempt that he was successful. Now the Allies would be on their knees but for the Americans. Only the Allies with America can win the war. However sixty-five per cent of his battalion were Americans.

After crossing the English Channel the six-day battalion came to instruct them but soon left them to their own resources which they didn't have.

In a short time Private Gordon-Ross was detailed for listening post duty. He crawled through their own wires which was a simple matter, across No. Man's Land to the German wires. It was one large wire with smaller ones twisted about it. The bars were one inch long, six in a place and came every two inches.

They had no artillery, mortars, machine guns, grenades or bombs in the early days. Their rifles were those used for target practice. Their rifles were burned up and only their bayonets were left them for four months. They lost 150 men in seven hours and could get no more artillery.

Today there is sufficient artillery. There is a machine gun to every eight men. Everything possible is given the soldier. When a few more men are over there, "God pity the Kaiser."

Bromine or chlorine gas is placed in tanks six feet by twelve inches and buried along the lines. When the wind is favorable the fuse is pulled out. The soldiers are absolutely safe with the present gas masks.

On April 22, 1915, before Ypres five nations stood the first gas attack. Soon only the Canadians were left and except for them the country would have been lost. They had a chemist in their lines who discovered what the gas was and how to counteract it.

The Germans stopped throwing shells for five hours and they became worried. Then three terrible explosions occurred. One battalion and half of Private Ross' went into the air. Their rout was stopped by a colonel

sixty-five years old. With their bayonets they took and held the craters against the German hosts.

Last November thousands of men were lined up to go over the top. Private Ross woke up at sunset with his right leg smashed. After twenty hours he was rescued by a Red Cross man. A nurse gave him a stimulant. Later the Germans bombed the hospital and the nurse was killed but her body saved Private Gordon-Ross' life. He ended by paying an eloquent tribute to the Red Cross.

### PROF. MARTZOFF

Prof. Martzoff's speech dealt with the topic—"The Immediate Causes of War." There are two classes of people, those who believe in humanity and those who believe in Material things. These two classes have always been contending. The humanitarians hold that man is more important than material possessions. The materialists would sacrifice human beings on the altar of gold. The philosopher's stone still exists. It can transmute humanity into money as the children in the cottonmills in the Southland for less than a mere pittance. Some materialist is turning human bodies into filthy lucre. The stone can also turn material goods into agents for improvement of humanity.

Churches, schools and all noble institutions thus bring great returns in the character of men of the community. A good father is an excellent example of such a humanitarian. This present war is just such a contest between humanitarianism and materialism. The liquor and opium traffic in this country are representations of such materialism. The Kaiser at Potsdam, upholding his theories of autocracy represents such bitter materialism. The old Germany of Goethe and Schiller sang of love and democracy; the new Prussian Germany advocates hate and material progress. We are fighting against this war and are concerned in breaking down absolutism under Wm. Hohenzollern and set up the right of every man to live and move as he wishes. Democracy has never changed and Thomas Jefferson, listening to the burning words of Patrick Henry when he denounced George III, and later when he worded the immortal Declaration of Independence, represented the Democrats in the whole world. There is only one religion and that is the religion of Democracy.

Confestants shall be so seated that none can see the written word of the other.

Rule 11. Method of Spelling and Writing. All words shall be written with lead pencil on paper. Each contestant shall be required to furnish his own pencil. Paper for the contestant shall be furnished by the county superintendent.

Rule 12 Method of Pronunciation for Written Spelling. All words shall be pronounced once, be used correctly in a sentence and pronounced again. After this no word shall be pronounced again. Sufficient length of time shall be given for the writing of each word.

Rule 13. Errors in Writing to be Noted by Those Who Correct. All words shall begin with a small letter, except proper names. The latter must be spelled with a capital letter. All i's must be dotted and all t's crossed. Failure of the contestant in the spelling of any word to comply with one or more of the requirements of this rule shall constitute a misspelled word.

Rule 14. Awarding Pennant. A pennant will be awarded to the winner of each grade. This pennant shall become the property of the school attended by the pupil winning it.

SOCIAL ITEMS

On Tuesday evening at 8:30 the teachers of Mahoning county and many of their friends gathered in the high school auditorium.

A very efficient social committee had arranged an enjoyable program. The first duty assigned was to get acquainted. Everyone entered into the spirit of the occasion and in a short time the new-comer in our midst felt as much at home as our old friends.

The singing of patriotic songs led by Miss Katharine O'Connor was an enjoyable feature of the evening.

The new teachers were led in a series of contests against the old teachers by Mr. Martzoff and proved to all that we have a live crowd of new teachers.

Delicious refreshments were served by the social committee, after which the guests departed, feeling that each and everyone was a real part of our teachers' organization.

The entire body extends a sincere vote of thanks to the social committee for the pleasant evening we enjoyed.

The following were elected as officers of the Institute for the coming year: President, W. M. Coursen; secretary, Ruth Keen.

REST ROOMS FOR WOMEN

Rural and Town Organizations Co-operate in Establishing Them in Many Marketing Centers.

Rest rooms, where farm women feel free to go for rest and refreshment when they are in town on business, have been established in marketing centers in more than 200 counties in the United States. They have been established by women's rural organizations in cooperation with other local organizations, with individuals, with town or city authorities; by business corporations operating private city markets; and by individual merchants.

A separate from the Yearbook of the United States Department of Agriculture on this subject gives information on how rest rooms have been established in various parts of the country and how they have benefited rural women while they are in town.

Two main principles underlie the successful establishment and maintenance of rest rooms, says the publication. Either there must be a demand arising from business centers, or there must be a community interest which recognizes their need. Such community interest may be aroused and stimulated by the work of women's clubs. Usually a number of farm women's clubs cooperate in the movement and interest civic leagues or other town organizations. Frequently the local county agent has been interested and his efforts have helped the cause. The number of country women dealing with certain business houses often warrants the establishment of rest rooms for the proprietors to meet the needs of their customers.

In financing rest rooms it has been found that women's organizations do not need to raise funds to maintain the room permanently. They take the initiative in getting it started and create sufficient public sentiment to secure a heated room in a convenient public building or sufficient county appropriations to pay for heat and rent. Janitor service is frequently furnished, and the services of a matron are often secured by a small payment by members of the various clubs or by city organizations. The rest room can be made the center of various community activities. When a matron is employed a woman's exchange can be provided. Packages which otherwise would have to be carried from place to place can be checked free of charge, and in some cases, particularly on Saturdays and holidays, hot lunches can be served at noon. Some rest rooms are provided with a first-aid equipment for use in emergencies, and this has been found very helpful. Libraries add to the usefulness of many rest rooms.

The usefulness of a rest room depends upon its location, its management, and the feeling of partnership or interest that the farm women take in it. If located in a public building it is likely to be more useful than if located in a private building. Rest rooms convenient to places for hitchhiking teams or parking automobiles near interurban stations, and also convenient to the market, to the grocery, and to the department stores where the country people trade are more useful than those located at some distance.

Also, we do not think a man who wears a celluloid collar in August is entitled to any life insurance.

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## PAYING FOR THE WAR

The people of the United States must pay for this war. Either by taxes or increased cost of living, involving the sacrifice of luxuries and perhaps necessities, every man, woman and child must bear his or her share of the burden.

The easiest way to bear one's share of the war's burden is to own Liberty Loan Bonds. When the war is over the owner of Liberty Loan Bonds will be the nation's creditor and the man who owns no bonds must pay the man who does own them.

Buy Liberty Bonds and thereby help the nation and yourself.

**The Dollar Savings & Trust Company**  
First National Bank  
Combined Capital \$3,000,000.00  
YOUNGSTOWN, O.



**GEORGE J. CAREW**  
Judge of Common Pleas Court  
Division of Domestic Relations  
(Appointed by Governor J. M. Cox, Sept. 1917)  
Asks Your Support at the Election  
Nov. 5, 1918

### LOVE OF POULTRY AND NATURE AKIN.

Fancier's Impulse Is to Produce More Perfect Feather-Markings or Bodily Conformation.

Poultry husbandry has been referred to as the "most fascinating occupation of man." In this connection certain scoffers have had the temerity to suggest that the fascination was largely due to the gambling element embodied therein. But there are thousands throughout the country who know from experience that the fascination of poultry keeping emanates from another source.

Deep down in the heart of every person there seems to have been implanted by the Creator a certain love of nature which is constantly seeking expression in one form or another. The flocking of the people to the parks with the coming of the first warm Sundays, the love of the child for its pets, the housewife with her window full of plants, are all familiar demonstrations of this love of nature. None the less, so is the backyard poultry plant of the city business or professional man, office worker or laborer.

The fancier's joy is a rare one. To commune with nature, to study her laws, to work hand in hand with her in producing still more perfect feather markings or bodily conformation of poultry keeping. If, at the same time, one can materially reduce the now proverbial "high cost of living," and gain rest and recreation from the more strenuous duties of life, why should not the time soon come when a few well-bred specimens of fancy fowl may be found in every back yard in the land?

True it is that many have fallen victims to false hopes engendered by unscrupulous promoters in the poultry business. But what business has ever been free from the same evils? Those who are in closest touch with conditions in the poultry world are a unit in declaring that the "boom days" of the poultry business are past, that a more sane view of the industry is being taken and that a larger proportion of those entering into it do not expect to get rich between the rising and setting of a single sun.

### CHEAP WAY TO CONTROL WEEDS

One of the best and cheapest ways to control weeds on farms is to keep a flock of sheep. In addition to controlling weeds without cost, sheep will render a profit by producing nutritious food and wool, and will assist materially in meeting demands on the Nation for meat and wool production. If weeds are not permitted to grow and develop leaves they will die, but it would require a great amount of hand labor to keep most weeds under control by this method. Sheep will keep the weeds down and the more weeds they eat the less will be their cost of upkeep, and the greater will be the supply of feed released for other stock. Many rough or permanent grass pastures that require mowing can be kept clean by the use of sheep, while at the same time the cattle-carrying capacity of the pasture is increased.

Such weeds as wild onion, bitter-weed, and the ragweeds cause great annoyance to dairymen and milk dealers. These weeds, when eaten by milk cows, give a very disagreeable odor and flavor to the milk, and consequently to all other dairy products. When cows eat weeds in large quantities, the milk is not marketable. The control of pasture weeds is a big problem of dairymen in certain areas.

State crackers can be used in the same way as stale bread and stale bread crumbs. They may be combined with other foods and used in place of flour in making many dishes.



Having had 47 years' experience all I have to say is, before you advertise your public sale, I would like to contract with you and show you that I can deliver the goods. You have done more than a little to help make me. Thanks.

**COL. S. B. PARSHAL,**  
The Auctioneer, Canfield, O.  
Eyes, Headaches, and the Nervous System